

703 KAR 5:200. Next-Generation Learners.

RELATES TO: KRS 158.6451, 158.6453, 158.6455, 158.860

STATUTORY AUTHORITY: KRS 158.6453, 158.6455

NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6453 requires the Kentucky Board of Education to create and implement a balanced statewide assessment program that measures the achievement of students, schools and districts, complies with the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor, and ensures accountability. This administrative regulation establishes the assessment and accountability requirements for students.

Section 1. Definitions. (1) "Achievement" means student performance described with the student performance levels of novice, apprentice, proficient and distinguished on state-required content area tests.

(2) "Full Academic Year" means 100 or more instructional days of enrollment within the school year.

(3) "Gap" means the average of:

(a) The percentage of students in the non-duplicated student gap group scoring proficient or distinguished on state-required content area tests; and

(b) The percentage of novice reduction goals met for individual student gap groups in the state-required reading and mathematics tests.

(4) "Growth" means the average of:

(a) The percentage of students that show typical yearly growth in reading or mathematics; and

(b) The percentage of students who move from one (1) performance level to a higher performance level and continue to perform at the proficient and distinguished level in reading and mathematics.

(5) "Readiness" means:

(a) For a middle school, the percentage of students in grade eight (8) whose scores on the high school readiness test meet benchmarks that are linked statistically to the ACT test, calculated by averaging together the percentages in reading, English, or mathematics; and

(b) For a high school, a readiness percentage calculated by dividing the number of high school graduates who have met an indicator of readiness for college or career by the total number of graduates.

(6) "Student growth percentile" means each student's rate of change compared to other students with a similar test score history.

(7) "Typical yearly growth" means a student growth percentile at forty (40) or above.

(8) "Writing" means a content area that includes writing on-demand and language mechanics tests.

Section 2. Kentucky's accountability system to classify schools and districts shall consist of the following components:

(1) Next-generation learners, as established in this administrative regulation; and

(2) Additional components established in 703 KAR 5:225.

Section 3. Next-Generation Learners. (1) Data shall be reported for schools and districts in the following categories:

(a) Achievement;

(b) Gap;

- (c) Growth;
- (d) Readiness; and
- (e) Graduation rate.

(2) Data from individual student performance on state assessments administered as required in KRS 158.6451 and KRS 158.6453 shall be included in the next-generation learners component. This data shall include students with disabilities who participate in the alternate assessment program.

(3) Data in reporting categories shall be attributed to grade level spans for schools and districts as established in this subsection.

(a) Elementary schools shall receive data from achievement, gap, and individual student growth.

(b) Middle schools shall receive data from achievement, gap, growth, and readiness.

(c) High schools shall receive data from achievement, gap, growth, readiness, and graduation rate.

Section 4. Calculations for Reporting Categories. (1) Achievement shall be reported, equally for each content area, in next-generation learners as established in this subsection.

(a) In elementary, middle, and high schools, for each content area of reading, mathematics, science, social studies, and writing one (1) point for each percent of students scoring proficient or distinguished shall be awarded. One-half (.5) point shall be awarded for each percent of students scoring apprentice. Points shall not be awarded for novice students.

(b) A bonus for distinguished performance shall be calculated as required by this paragraph.

1. The bonus formula shall consider both the percent of students scoring at distinguished and at novice so that a bonus for distinguished student performance shall not overcompensate for novice student performance.

2. Each percent of students scoring distinguished shall receive an additional one-half (.5) point and each percent of students scoring novice shall receive a negative one-half (.5) point.

3. The value generated for novice shall be combined with the value generated for distinguished.

4. Except as provided in subparagraph 6. of this paragraph, for schools and districts with a higher distinguished value, the difference between the two (2) values shall be added to the achievement calculation as a bonus for distinguished.

5. For schools and districts with a higher novice value, points shall not be added to the achievement calculation.

6. The distinguished bonus shall not allow the content area value for a school or district to exceed 100 percent.

(c) The following chart shall be used to calculate the points in accordance with paragraphs (a) and (b) of this subsection:

Proficiency Levels	Points Awarded for Each Percent of Students
Novice	0
Apprentice	.5
Proficient	1
Distinguished	1
Bonus for Distinguished (offset by Novice)	.5 for each percentage of distinguished MI- NUS.5 for each percentage of novice

(d)1. In accordance with KRS 158.860(7) and KRS 158.6453(5)(e), a district or school council may determine that high school end-of-course examination results be used for a percentage of a student's final grade in the course.

2. Beginning in the 2011-2012 academic year, end-of-course examinations shall be admin-

istered in reading, mathematics, science, and social studies, in accordance with the vendors secured through the state procurement process.

3. If the district or school council's policies do not include end-of-course examination grades in the grading policy or if the end-of-course examination grade percentage is less than twenty (20) percent, the district shall submit an annual report to the Commissioner of Education that provides justification for not using end-of-course examinations for at least twenty (20) percent of a student's final grade in the course.

4. Beginning with the 2012-2013 academic year, the report shall be submitted to the Commissioner of Education on or before December 31.

(2) Gap shall be reported in next-generation learners as established in this subsection.

(a) A single gap group called the non-duplicated gap group shall be created. This group shall consist of an aggregate, non-duplicated count of students in the following demographic categories:

1. African American;
2. Hispanic;
3. American Indian or Native American;
4. Limited English proficiency;
5. Students in poverty based on qualification for free or reduced price lunch; and
6. Students with disabilities that have an Individualized Education Program (IEP).

(b) 1. For each tested content area, students scoring proficient or higher in the non-duplicated gap group shall be summed.

2. The sum shall yield a single gap number of students with:

- a. No student counting more than one (1) time; and
- b. All students in the included groups counted once.

(c) The non-duplicated gap group shall have a minimum of ten (10) students per content area in the school or district in order to report gap data.

(d) The points for the non-duplicated gap calculation shall be distributed equally among the content areas tested.

(e) Reduction of novice student calculation. Annual novice reduction targets shall be calculated for student groups with a minimum of ten (10) novice students. Points shall be awarded based on the percentage of the annual goal met in the following demographic categories and the non-duplicated gap group:

1. African American;
2. Hispanic;
3. American Indian or Native American;
4. Limited English proficiency;
5. Students in poverty based on qualification for free or reduced price lunch; and
6. Students with disabilities that have an Individualized Education Program (IEP).

(f) The calculations shall be made using the novice reduction in reading and mathematics.

(g) The novice reduction gap groups shall have a minimum of ten (10) students per content area in the school or district in order to report gap data.

(h) The points shall be distributed equally between the content areas tested in reading and mathematics.

(i) Gap shall be computed equally using non-duplicated gap group and reduction of novice calculations.

(3) Growth shall be reported in next-generation learners as established in this subsection.

(a) Growth shall be computed equally based on points from a student growth percentile model and a categorical growth model.

(b) Calculations shall include scores from students with data from reading assessments

across two (2) years and mathematics assessments across two (2) years.

(c) Student growth percentile calculations.

1. One (1) point shall be awarded for each percent of students that shows typical or high growth in reading and one (1) point shall be awarded for each percent of students that shows typical or high growth in mathematics.

2. Typical yearly growth shall be at or above the fortieth (40th) student growth percentile.

3. Points shall not be awarded for students showing lower than typical growth.

(d) Categorical growth model calculations shall use the following formula: the sum of the number of students moving from one (1) performance level to a higher level, and the number of students remaining at proficient and distinguished, divided by the total number of students.

(e) Points for growth shall be distributed equally between each content area of reading and mathematics.

(4) Readiness shall be reported in next-generation learners as established in this subsection.

(a) A readiness percentage for each high school shall be calculated by dividing the number of high school graduates that have successfully met at least one (1) indicator of readiness, as listed in paragraph (b) of this subsection, by the total number of graduates. An individual student shall only be attributed to the calculation one (1) time.

(b) The indicators of readiness shall include the percent of students meeting:

1. The Kentucky Council on Postsecondary Education's System-wide Benchmarks on the ACT in Reading, English and Mathematics established in "College Readiness Indicators", incorporated by reference in 13 KAR 2:020;

2. The Kentucky Council on Postsecondary Education's College Placement Test Benchmarks established in "College Readiness Indicators", incorporated by reference in 13 KAR 2:020; or

3. The academic and technical career-ready measures as recognized by the Kentucky Board of Education.

(c)1. An individual student shall earn a bonus of one-half (.5) point in the calculation of the readiness percentage if the student met:

a. Either the:

(i) System-wide Benchmarks on the ACT in Reading, English and Mathematics as established in 13 KAR 2:020; or

(ii) College Placement Test Benchmarks as established in 13 KAR 2:020; and

b. The technical career-ready measures as recognized by the Kentucky Board of Education.

2. The bonus shall not allow the calculation of the readiness percentage for a school or district to exceed 100 percent.

(d) For middle schools, a readiness for college percentage shall be calculated by determining the percentage of students who meet the benchmarks for reading, English, and mathematics on the high school readiness test that is administered in grade eight (8) and that are linked statistically to the ACT test.

(e) For middle schools, the percent of students in each tested area of reading, English, and mathematics meeting the benchmark score shall be averaged. This value shall be reported as the middle school college readiness percentage.

(5) Graduation rate shall be reported in next-generation learners as established in this subsection.

(a) The graduation rate shall be computed using the cohort graduation rate.

(b) The graduation rate for each school and district shall be reported publicly by the Department of Education in the next-generation learners component.

(6) The total points for next-generation learners shall be awarded as follows:

(a) The total number of points earned in each category of achievement, gap, growth, readiness, and graduation rate shall be weighted in the following manner:

Grade Range	Achievement	Gap	Growth	Readiness	Graduation Rate	Total
Elementary	33.3	33.3	33.3	n/a	n/a	99.9
Middle	28	28	28	16	n/a	100
High	20	20	20	20	20	100

(b) The total number of points in next-generation learners shall contribute to the classification of schools and districts as established in 703 KAR 5:225.

(c) If data cannot be calculated for any category of next-generation learners, the weights shall be redistributed using an equal proportion to categories that shall be reported for the school or district.

(7)(a) Students enrolled for a full academic year shall be included in the calculations for achievement, gap, individual student growth, and readiness for college or career for a school and district.

(b) Graduation rate calculations shall be based on the students' final enrollment. (37 Ky.R. 3042; Am. 38 Ky.R. 627; 1329; eff. 2-3-2012; 41 Ky.R. 2034; 2236; eff. 6-8-2015.)